

Little Kids, Big Fun!



Learning Is A Treasure!

**Observing Objects and their Properties
Pre-K**

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Summary Outlines

Activity 1: Collecting Treasures

Session 1: Setting the Stage to Collect Treasures

1. Introduce the unit. Ask students what a treasure means to them. Confirm responses related to material value, but add that a treasure can be something with special meaning. Share one of your own treasures. Say that treasures can be small interesting objects of many kinds and provide some examples, such as buttons, shells, rocks, etc.
2. Hold up a treasure box to help students visualize size of items. Start a list of items they might collect. Show them one of the construction paper squares. Have them each hold a paper square. Ask for other items about that size and add to list. Show how to use paper square to measure several objects of various sizes.
3. Tell students to bring in items from home for the class treasure boxes. These will not be returned. Emphasize that there is no need to BUY these, and that they can be recycled items, such as canceled stamps, bottle caps, bread tags, etc.
4. Give a letter home to each student, with paper square.
5. Encourage students to bring in items. They will start putting their treasures into boxes in one week. Have large box to store treasures.

Session 2: Filling the Boxes with Treasures

1. Have students take their treasures from the large box and sit in a circle. Distribute extra treasures as needed. Tell students this is the day to fill the treasure boxes. Add new items to the list.
2. Reread list, asking for raised hands if students brought an item. If several hands go up, label a box. If only one hand, wait until completing the list before labeling a box. (Don't label a box unless there are at least 10 items. More boxes can be created later.)
3. Place labeled boxes in center of circle. Ask students to guess which boxes they think will have the most treasures.
4. Have a student choose a labeled box and walk around circle to collect treasures, then continue the same process until all labeled boxes are filled.
5. Place remaining items in center. Can these be placed in a new box or boxes or existing ones? Decide as a class how to solve this problem.
6. Do some estimating. Ask which box has the most and least treasures. Explain that students can keep bringing in items.

7. Say that now the treasures belong to the whole class, not individual students.

Activity 2: Exploring Treasures

1. Encourage students to explore.
2. Discuss basic ground rules for working together.
3. Distribute treasure boxes and allow time for exploration.
4. Circulate, encouraging closer observation by asking questions.
5. After about 15–20 minutes, ask students to share their discoveries. Encourage discussion by asking questions.
6. Invite students to circulate, looking at, but not touching, the treasures being explored.
7. Give examples of recording discoveries and have students record.
8. Have students return treasures to the boxes.
9. Ask students to read or tell you about what they wrote.
10. Keep boxes available for more exploring during free choice times.

Activity 3: Treasures of Many Sorts

Session 1: Shoe Sort

1. Tell students they are going to sort their shoes. Have them remove one shoe, examine it, share observations with a neighbor, then place shoe in front of them.
2. Ask students to describe shoes, define attributes, and record them.
3. Say you want to sort shoes by one attribute, such as type of closure.
4. Encourage students to predict which group will have most and fewest. Sort shoes one by one with students placing them in appropriate group.
5. Ask questions to encourage mathematical observations.
6. Refer to list of attributes and record new ideas of ways to sort shoes.

Session 2: Sorting Treasures

1. Pour contents of a treasure box onto construction paper for visibility. Ask for some attributes.
2. Explain that you will sort the treasure by one attribute, such as color. Ask them to name colors of items. As they do, select one item of that color to “label” each color group. Then sort all the treasures.
3. Ask questions to encourage mathematical observations. Have a student review how the treasure was sorted. Then

- push all of the items back together. Ask for and record other ways the treasure could be sorted.
4. Say that students will now sort a treasure box with a partner, with an already listed attribute or a new one. When finished, they should raise their hands.
 5. Allow time for pairs to discuss attributes and sort. Circulate to observe and ask questions.
 6. When pairs have finished ask, "How did you sort your treasures?" Encourage full explanations and discussion. Record any new ways to sort.
 7. Have partners sort treasures in another way. Following this, have students circulate to see other sorts.
 8. Have students write down one way they sorted. Ask for any new attributes and add to the list.

Session 3: Venn Diagrams to Sort Treasure (Grades 2–3)

1. Explain that you are going to sort in a new way and ask for descriptions (attributes) of the treasure you selected, such as buttons.
2. Say you are going to use yarn loops to sort the buttons. Label one circle "Round," and the other "Small."
3. Place buttons into the appropriate loop in this order: large, round; small, non-round; then a few more buttons that only fit into one of the circles.
4. Hold up a button that is both round and small. After student responses, pull the loops to create an overlapping area and label it "Round and Small." Place the button.
5. Continue placing buttons. If a button does not fit into any group, ask students for ideas; place button outside loops. Continue until at least 20 buttons have been placed.
6. Explain that you used a Venn diagram to organize the buttons. It is a tool for organizing information. Ask students what this Venn diagram communicates and to explain their thinking.
7. Students will work in partners to sort buttons using a Venn diagram.
8. List their ideas for two distinct groups that will also overlap, such as a color and shape, or a color and a size. You may also want to ask for their ideas on attributes that would not overlap.
9. Have students sort using buttons and loops. Circulate, asking them to explain their Venn diagrams. After groups finish, invite them to look at others.
10. Ask if Venn diagrams helped determine how the treasures were sorted or made it harder. Allow time for students to record their diagrams.
11. Challenge pairs of students to create an intersecting Venn diagram with another treasure item. Review the class list of attributes and ask for other ideas.

12. Distribute a treasure box and yarn loops to each pair and have them begin. When finished, have them "tour" the class. Challenge them to determine how treasures were sorted in each diagram.
13. Ask for comments and additional ideas for the class list. Provide time for students to record their diagrams.
14. With third grade students, after several Venn experiences, challenge them with questions about the information Venn diagrams provide. Pose questions to encourage mathematical and logical thinking.

Activity 4: Treasure Graphs

Session 1: Graphing Shoes

1. Have students remove one shoe and place it in front of themselves. Have them recall how they sorted shoes before and ask for additional ways to sort.
2. Place graphing grid on floor. Explain that this tool will be used to help organize their shoes into groups by an attribute. Decide on an attribute, such as type of closure.
3. Using shoes of different type, "label" each row. Have students predict which groups might have most and fewest. One by one have students place shoes in the proper row.
4. When all the shoes are on the graph, ask questions to elicit numerical and other mathematical observations.

Session 2: Graphing Treasures

1. Using bread tags or another visible treasure item, pour about 30 items onto construction paper.
2. Explain that you are going to organize the bread tags using a similar graphing grid that is smaller.
3. Hold up the small graphing grid and ask how it is similar and different from the large grid. Tell students you will graph the bread tags by color. "Label" each row with a different color bread tag.
4. With student volunteers, place the bread tags on the small graph. Ask for predictions as you go along.
5. When all bread tags are placed, ask for observations and true statements. If the class needs another example, repeat the demonstration with another attribute.
6. Give a treasure box to each pair of students and a small grid. They should take about 30 pieces and discuss attributes, then agree on one attribute to graph. When done, they should raise their hands for you to look at their graphs.
7. Encourage students to graph again, using a new attribute. Have them circulate around the room. As appropriate, have students record data on a pictorial or abstract graph, depending on age and experience.

Activity 6: Sharing Treasures

Session 1: Cereal Sharing

1. If you wish, read *The Doorbell Rang* to the class. Discuss how children in the story shared cookies.
2. Say that students will be sharing an edible item, Cheerios, which they will get to eat at the END of the activity, not before!
3. Each pair (or group) receives a small cup of cereal that they pour onto a piece of construction paper. They can share as they wish, provided that each person has same number of pieces, understands how it was divided, and can explain the method used to divide it equally.
4. Have students raise their hands as they complete the sharing so you can check their work. After they have shared their methods with you, they can eat their portions of the cereal.
5. Circulate as students work and discuss methods with all groups as they finish.
6. Have a class discussion on the methods used. Record these strategies to start a list that will be added to in the next session.

Session 2: Dividing Up Treasure!

1. Introduce another sharing activity—this time with a cupful of treasures. The same guidelines apply (each person should have the same number of treasure pieces, all should understand how it was divided and be able to explain the method used). They should raise their hands when they complete their work.
2. Review list of methods used with cereal. Encourage partners (or groups) to try a different method than they used before.
3. Distribute treasures and construction paper and encourage students to predict how many treasures each will have after treasures are equally divided.
4. After most have divided their treasures at least one way, discuss methods used and add new methods to the list.
5. Have students gather their treasures together and divide them again, using another method. Will they get the same results? (You may want to add more treasures before they try it again—if so, have them predict how many each will have this time.)
6. Ask which method they think worked best. Encourage them to record one of the methods they used.

Treasure Boxes: Additional Lessons

Lesson 1: Read Shoe Town by Janet Stevens and Susan Stevens Crummel
Have students predict what will happen to the mouse

Lesson 2: Revisit/re-read Shoe Town predict and produce rhyming words with the text.

Lesson 3: (Small Group) Sort rhyming pictures (ap)

Lesson 4: (Whole Group first and then small group) Sorting pictures with the same beginning sound (5)
Each shoe will have a letter on it.

Lesson 5: Sort letters in your name and not in your name

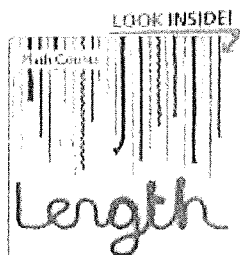
"Treasure Measures"

Measuring with treasure box items

Procedure:

1. Gather a few things of various lengths from around the classroom. (crayon, small box, colorful index card, scissors, length of yarn, etc.)
2. Look at each item with the students and talk about the length of each item. Ask: Who can tell me about the word "long"? Who can tell me about the word "short"? Let's look at some things and compare their length. Length is how long or short something is. Is this the longest thing in this group? Is this the shortest thing? I wonder how long this item is, or this item. Let's use some of the wonderful treasures in our treasure boxes to see how long these things are!
3. Model how to use treasure box treasures to measure an item. For example, buttons to measure a crayon. Lay the crayon on the table. Take a few buttons and lay them down next to the crayon, making sure to begin at the end of the crayon. When you have enough buttons laid out by the crayon to equal it's length, count the buttons and share orally, this crayon is 5 buttons long.
4. Give each group a treasure box and an item to measure. Now you are going to use the treasure box treasures to measure your item. Lay your item on the table and begin laying down treasures to see how many treasures equal the length of your item.
5. Share results. Have the group walk around and look at how each item was measured. Talk about how the treasures are laid right next to the item to be measured. Have the group count some of the "treasure measures" they see.

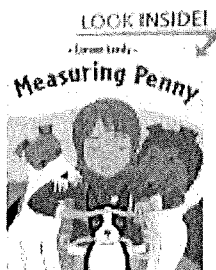
Children's Literature with measurement themes:



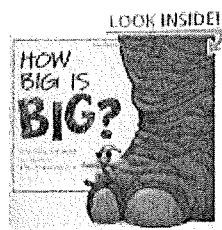
Length by Henry Pluckrose



Twelve Snail on a Lizard by Susan Hightower



Measuring Penny by Loreen Leedy



How Big is Big? By Stephen Strauss

More measurement books:

Inch by Inch by Leo Lionni

How Big Is a Foot? by Rolf Myller

Measuring Penny by Loreen Leedy

Hershey's Milk Chocolate Weights and Measures by Jerry Pallotta

Longitude: The True Story of a Lone Genius by Dava Sobel

Actual Size by Steve Jenkins

Millions to Measure by David M. Schwartz

How Long or How Wide? by Brian P. Cleary

Me and the Measure of Things by Joan Sweeney

Inchworm and A Half by Elinor J Pinczes

The Measure of All Things by Ken Alder

How Tall, How Short, How Far Away? by David A. Adler

Jim and the Beanstalk by Raymond Briggs

Biggest, Strongest, Fastest by Steve Jenkins

The Librarian Who Measured the Earth by Kathryn Lasky

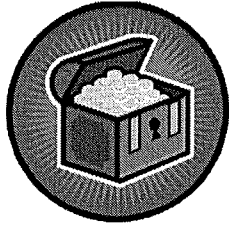
Measuring America by Andro Linklater

The Fattest, Tallest, Biggest Snowman Ever by Bettina Ling

The Sizesaurus by Stephen Strauss

Hottest, Coldest, Highest, Deepest by Steve Jenkins

Snakes Long Longer Longest by Jerry Pallotta and Van Wallach



Literature Connection:

Alligator Shoes
Anthony Ant's Treasure Hunt
As The Crow Flies: A First Book of Maps
Aunt Ippy's Museum of Junk
The Best Vacation Ever
The Button Box
Caps For Sale
Divide and Ride
The Doorbell Rang
Everybody Needs a Rock
Gator Pie
The Greatest Treasure
The I Spy series of books
The Keeping Quilt
Maps and Mapping
On My Beach There are Many Pebbles
One Hundred Hungry Ants
A Remainder of One
Roxaboxen
The Secret Birthday Message
Shoes
Shoes, Shoes, Shoes
Shoe Town
A Taste of the Mexican Market / El Gusto del Mercado Mexicano
A Three Hat Day
The Treasure
The Way to Captain Yankee's
Whose Shoes are These?

Alligator Shoes by Arthur Dorros E. P. Dutton, New York.

1982 Grades: Preschool–2 When an alligator accidentally becomes locked in a shoe store overnight, he spends his time trying on a variety of shoes. As he puts on each type the illustration shows him in the setting appropriate for each shoe. This is a good book to introduce sorting, especially for younger students.

Anthony Ant's Treasure Hunt by Lorna and Graham

Philpot Random House, New York. 1996 Grades: K–3 When Anthony finds a treasure map under his bedroom floor, he begins an exciting journey to find a long-lost cache of jewels. The treasure map leads Anthony (and the reader!) through a maze with clues on each page. Flaps to lift and a fold-out maze/map make the book interactive.

As the Crow Flies: A First Book of Maps by Gail Hartman;

illustrated by Harvey Stevenson Bradbury Press, New York.

1991 Grades: Preschool–2 This book provides a look at different geographical areas from the perspectives of an eagle, rabbit, crow, horse, and gull. There is a verbal account of each animal's journey followed by an overhead view of the animal's path. The last page includes a big map, a larger context into which each of the smaller maps fits. It is an excellent book to introduce or reinforce mapping skills.

Aunt Ippy's Museum of Junk by Rodney A.

Greenblat HarperCollins, New York. 1991 Grades: K–2 A brother and sister visit their ecology-minded Aunt Ippy and her world-famous Museum of Junk, which includes treasures such as a barrel of one-of-a-kind shoes and a sack of clocks. This story can inspire a class to begin a collection of treasure boxes, an activity that can raise awareness of recycling and reusing materials in new and different ways. Such a collection also provides new math manipulatives for teaching many concepts, including sorting and classifying.

The Best Vacation Ever by Stuart J. Murphy; illustrated by Nadine

Bernard Westcott HarperCollins, New York. 1997 Grades: 1–4 In this book, which introduces survey graphs in a meaningful context, a young girl decides that her busy family needs a vacation. To help determine what vacation would meet all their needs, she surveys her family and then analyzes her data only to discover that the best vacation ever is in their own backyard!

The Button Box by Margarette S. Reid; illustrated by Sarah Chamberlain Dutton Children's Books, New York. 1990 Grades: *Preschool–2* This book is a wonderful introduction to sorting buttons. A young boy explores his grandmother's button box and categorizes buttons by various attributes. Reading this story is likely to inspire students to sort buttons many ways!

Caps for Sale by Esphyr Slobodkina W. R. Scott, New York. 1947 Harper & Row, New York. 1985 Grades: *Preschool–4* When a peddler takes a nap under a tree, a band of mischievous monkeys steal all the caps he has neatly stacked on his head. This classic story is useful with counting, sorting, or graphing activities.

Divide and Ride by Stuart J. Murphy; illustrated by George Ulrich HarperCollins, New York. 1997 Grades: *2–5* This book provides a great introduction to or review of division. It shows how the number 11 can be divided in many ways as a group of 11 best friends go on carnival rides with varying numbers of seats.

The Doorbell Rang by Pat Hutchins Greenwillow Books, New York. 1986 Grades: *Preschool–4* This delightful story provides an inviting introduction to "sharing" or division. Each time the doorbell rings, there are more people who arrive and share the dozen delicious cookies that Ma made! But when twelve hungry children are already seated at the table and the doorbell rings again, who can figure out how everyone gets a fair share? This well-known book is a wonderful opener to the sharing activities.

Everybody Needs a Rock by Byrd Baylor; illustrated by Peter Parnall Scribner, New York. 1974 Grades: *K–5* This book describes the qualities to consider when selecting the perfect rock for play and pleasure. In so doing, the properties of color, size, shape, texture, and smell are discussed in such a way that you'll want to rush out and find a rock of your own. Provides a nice introduction to attributes of rocks.

Gator Pie by Louise Mathews; illustrated by Jeni Bassett Dodd, Mead, New York. 1979 Grades: *2–5* Two young alligators find a pie near the edge of a swamp and decide to share it. As other alligators emerge from the swamp and demand part of the pie, the portion for each alligator gets smaller. This is a useful book for introducing sharing and division.

The Greatest Treasure by Arcadio Lobato Picture Book Studio, Saxonville, Massachusetts. 1987 Grades: K-4 In this story, the time has come for the witches to choose a new queen. The current queen will award this honor to the witch who finds the most special treasure. The most valuable treasure is one that no money can buy—friendship! Delightfully illustrated in watercolors by the Spanish author-illustrator. Useful in conveying that many things can be treasures.

The I Spy series of books by Walter Wick and Jean Marzollo Scholastic, New York. 1992-1996 Grades: K-5 Each thematic book in this series contains photographs with incredible collections of objects—many that could come from a treasure box! Each two-page spread is accompanied by rhyming verses that ask the reader to find objects hidden in the photographs. Young and older students alike hone their observation skills as they comb each page. Many more questions or riddles could be posed to further delve into the attributes of the objects in the photographs. The titles in the series include *I Spy* (1992), *I Spy Christmas* (1992), *I Spy Fun House* (1993), *I Spy Mystery* (1993), *I Spy Fantasy* (1994), *I Spy School Days* (1995), and *I Spy Spooky Night* (1996).

The Keeping Quilt by Patricia Polacco Simon & Schuster, New York. 1988 Grades: Preschool-3 A homemade quilt ties together the lives of four generations of an immigrant Jewish family. Made from their old clothes, it helps them remember back home "like having the family in Russia dance around us at night." The quilt, a cherished family treasure, is used in marriage ceremonies, as a tablecloth, and as a blanket for a newborn child.

Maps and Mapping by Barbara Taylor Kingfisher Books, New York. 1993 Grades: 2-4 Through clear illustrations and inviting text, this book explains what maps are and why they are used, introduces symbols found on maps, and describes how cartographers map the world. It includes related activities for the reader to develop a deeper understanding of maps.

On My Beach There Are Many Pebbles by Leo Lionni Obolensky, New York. 1961 Grades: Preschool–3 This book invites the reader to take a closer look at the many types of pebbles that can be found on a beach. Though there are many "ordinary" pebbles, by looking at them carefully and with a bit of imagination, they can take on new qualities. For example, they are grouped into "fishpebbles" and "numberpebbles." Provides a great springboard into sorting and classifying rocks and pebbles.

One Hundred Hungry Ants by Elinor J. Pinczes; illustrated by Bonnie MacKain Houghton Mifflin, Boston. 1993 Grades: Preschool–3 Told in lilting rhyme, this is the playful story of an ant colony swarming toward a picnic. As they march along, the littlest ant stops the procession and suggests they divide into different line formations to arrive at the picnic more quickly. In the end, however, the ants' rearrangements cause them to miss out on all the food! This book makes a great math connection as an early introduction to the principles of division without remainders. It's also useful in teaching the real-world activity of how to make change for a dollar. All ages will love to follow along with the actions of these happy, but hungry, ants.

A Remainder of One by Elinor J. Pinczes; illustrated by Bonnie MacKain Houghton Mifflin, Boston. 1995 Grades: Preschool–3 When the 25th squadron of bugs march past their queen, she is dismayed to see that the lines of bugs are uneven. One bug, Joe by name, is left behind—a remainder of one. Knowing that their queen does not like untidy lines, the bugs divide themselves into different lines. It is only after several tries that Joe is included in even lines that march by the queen to the delight of all. Colorful and playful illustrations abound in this fun book that introduces the concept of division and remainders.

Roxaboxen by Alice McLerran; illustrated by Barbara Cooney Lothrop, Lee & Shepard, New York. 1991 Grades: K–4 From a hill covered with sand, rocks, old wooden boxes and thorny plants, Marian, her sisters and friends create an imaginary town called Roxaboxen. The round black pebbles that they find there are thought of as buried treasure and become the money of Roxaboxen. This book, based on the experience of the author, celebrates the wonders of creative imagination.

The Secret Birthday Message by Eric Carle Crowell, New York. 1972 Grades: *Preschool–2* In this story, a young boy gets a secret message on his birthday. After he follows the shapes that are used as clues to a series of destinations, he finds his birthday treasure! At the end of the story, a map of his complete path is revealed. This story, combined with the experience of treasure maps, can inspire students to create their own unique maps to destinations in and around the school.

Shoes by Elizabeth Winthrop; illustrated by William Joyce Harper & Row, New York. 1986 Grades: *Preschool–2* Delightful illustrations show a group of children wearing many types of shoes and participating in a variety of activities as rhyming text describes it all. This survey of shoes concludes that the best of all are the perfect natural "shoes" that are your feet. Great to read before doing a survey of shoes or sorting and classifying a group of real shoes.

Shoes, Shoes, Shoes by Ann Morris; photographs by Ken Heyman Lothrop, Lee & Shepard, New York. 1995 Grades: *Preschool–3* Photos and simple text describe all kinds of shoes—some for dancing, walking, playing, some for snow or ice, some made of wood or cloth. A great book to kick off sorting and graphing activities. Several other books by this author/photographer team are also recommended, including *Hats, Hats, Hats* (Lothrop, Lee & Shepard, 1989), *Bread, Bread, Bread* (Lothrop, Lee & Shepard, 1989), *Loving* (Lothrop, Lee & Shepard, 1990), *Tools* (Lothrop, Lee & Shepard, 1992), and *Houses and Homes* (Lothrop, Lee & Shepard, 1992).

A Taste of the Mexican Market/El Gusto del Mercado Mexicano by Nancy María Grande Tabor Charlesbridge, Watertown, Massachusetts. 1996 Grades: *Preschool–3* The reader is taken on a visit to a Mexican market and encounters a wide array of food—including beans, a possible treasure box item, and other household items. Each display of food is rich in diversity and many questions are posed that focus on the attributes of the various items. Other questions relate to math concepts such as measurement (weight of vegetables) and statistics (survey of favorite fruit bar).

A Three Hat Day by Laura Geringer; illustrated by Arnold Lobel Harper & Row, New York. 1985 Grades: Preschool–3 R. R. Pottle loves hats and has a rather large and varied collection. However, he is lonely. To cheer himself up one day he puts on three of his favorite hats and goes for a walk. As he walks along he sees other couples and this makes him more lonely. So he decides to go to the largest hat store in town. Upon seeing all the beautiful hats his spirits began to soar. Then he sees the woman of his dreams—and she's wearing the perfect hat. This is a very helpful book to introduce a hat sorting or graphing activity.

The Treasure by Uri Shulevitz Farrar, Straus, Giroux, New York. 1978 Grades: 1–5 In this interpretation of a familiar story, a poor man follows his recurring dream and journeys to a distant city in search of a treasure. Once there he is advised to return home to find it—which indeed he does, reminding us that "sometimes one must travel far to discover what is near."

The Way to Captain Yankee's by Anne Rockwell Macmillan, New York. 1994 Grades: Preschool–2 Miss Calico travels to see her friend Captain Yankee by following her carefully drawn map. Each part of her route is documented and the reader can follow along on a two-page map. Readers can even see where Miss Calico misses her turn and gets a bit lost. For preschoolers and kindergartners, this book provides a great introduction to maps.

Whose Shoes Are These? by Ron Roy; photographs by Rosemarie Hausherr Clarion Books, New York. 1988 Grades: Preschool–4 Text and photographs describe the appearance and function of almost twenty types of shoes, including work boots, snowshoes, and basketball sneakers. The question and answer layout of the book makes it interactive. A useful book to introduce sorting and graphing.

• GRADES K-3 •

A Poem A Day

180 Thematic Poems and Activities
That Teach and Delight All Year Long

SUNDAY

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY



By Helen H. Moore

 SCHOLASTIC

What Is Pink?

What is pink? A rose is pink
By a fountain's brink.
What is red? A poppy's red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow,
Rich and ripe and mellow.
What is green? The grass is green,
With small flowers in between.
What is violet? Clouds are violet,
In the summer twilight.
What is orange? Why an orange,
Just an orange!



—Christina Rosetti

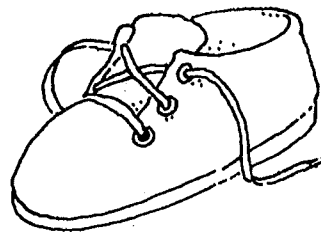
★ Booklink

Read *My Many Colored Days* by Dr. Seuss (Knopf, 1996). Have children write a letter to someone describing a color by comparing it to other things that one can see, hear, taste, and touch.

Trying to Tie My Shoe

OO-OO-OO-OO-OO!
I cannot tie my shoe.

I've tried and I've tried,
but it just won't be tied,
no matter what I do.



—Helen H. Moore

★ Activities

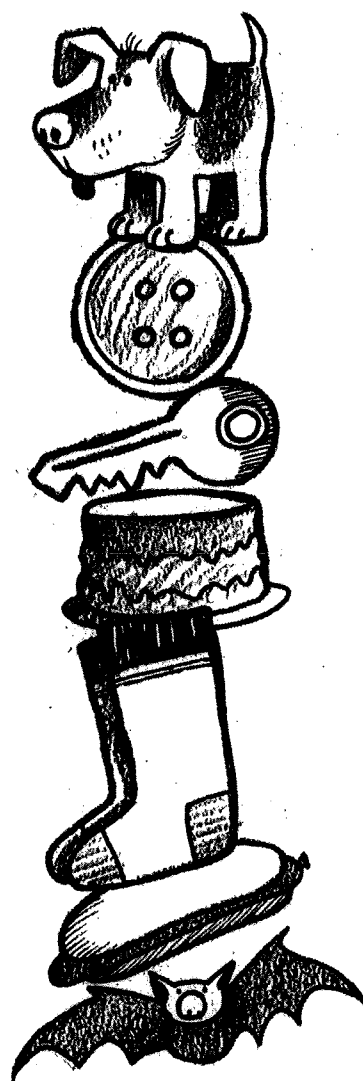
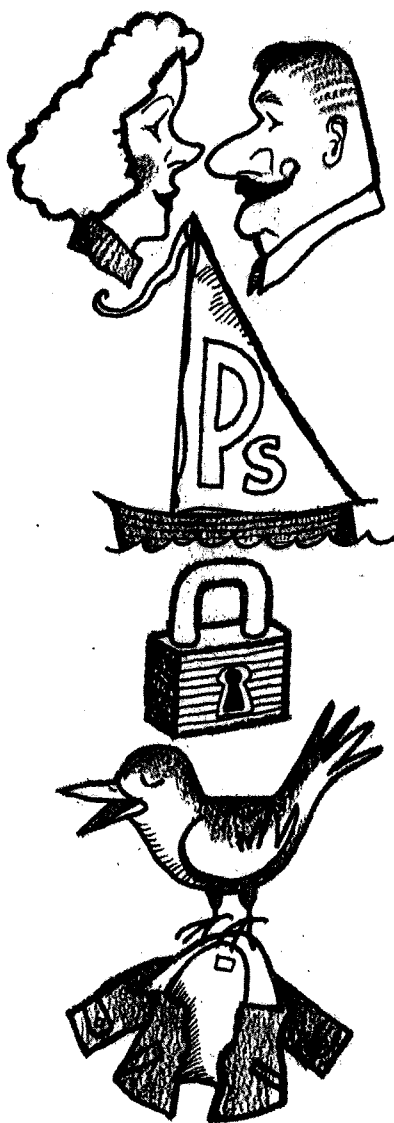
Invite children to share with a partner a story of a time when they had trouble learning to do something. Give examples to get them thinking, such as learning to cut a paper snowflake, use a can opener, or braid hair. Students can share what it is they learned to do and perhaps even teach each other how to do it.



100 Is a Lot!

100 dogs, 100 cats,
100 heads for 100 hats.
100 women, 100 men,
100's more than 5 or 10.
100 buttons, 100 coats,
100 sails for 100 boats.
100 cookies, 100 cakes,
100 kids with bellyaches!
100 shoes, 100 socks,
100 keys for 100 locks.
100 puddles mighty dirty,
100's even more than 30.
100 daughters, 100 sons,
100 franks on 100 buns.
100 trees, 100 plants,
100 picnics, 100 ants!
100 is a lot to count,
100 is a LARGE AMOUNT!
100 kisses, 100 hugs,
100 bats and 100 bugs.
100 bees, 100 birds,
This poem has 100 words!

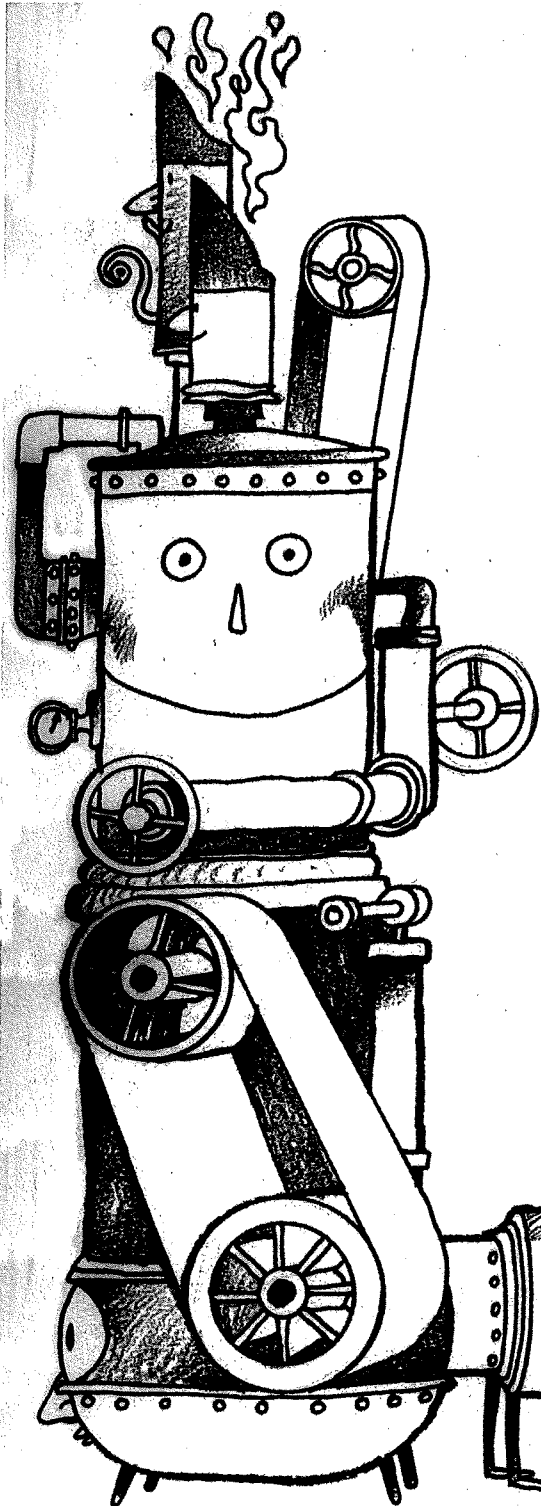
—Meish Goldish



★ Activity

Use this poem when you teach the concept of 100. Children can try collecting 100 of something to display on a table with the poem.





Machines

(sung to "The Wheels of the Bus")

The wheels on machines go round and round,
Round and round, round and round.
The wheels on machines go round and round,
Whirring their sound.

The pins on machines go ping, ping, ping,
Ping, ping, ping, ping, ping, ping.
The pins on machines go ping, ping, ping,
Pulling the spring.

The rods on machines go side to side,
Side to side, side to side.
The rods on machines go side to side,
See how they slide.

The pulleys on machines go up and down,
Up and down, up and down.
The pulleys on machines go up and down,
High off the ground.

The screws on machines go twist, twist, twist,
Twist, twist, twist, twist, twist, twist.
The screws on machines go twist, twist, twist,
Twist like your wrist!

—Meish Goldish

★ Activity

Invite children to invent their own machines; first drawing them, then building them. What would the machines do?



A B C

Animals from A to Z

A is Ape, B is Bee,
C is Clownfish in the sea!

D is Deer, E is Eel,
F is Fox who wants a meal.

G is Goose, H is Hog,
I's an inchworm on a log.

Jay is J, Koala's K,
L's a Lion, far away.

M is Mule, N is Newt,
O's an Ostrich, tall and cute.

P is Pig, Q is Quail,
R's a Rat with curly tail.

Snake is S, Turkey's T,
U's the Umbrella bird flying free.

V is Viper, Worm is W,
Bird's "X" are hatching. Does that joke trouble you?

Yak is Y, Zebra's Z,
Alphabet animals for you and me!

—Meish Goldish



★ Booklinks

Meet the alphabetical roster of 26 animal children as they make their way to school on the first day in Joseph Slate's rhyming picture book *Miss Bindergarten Gets Ready for Kindergarten* illustrated by Ashley Wolff (Dutton, 1996). Using Tanis Jordan's eye-popping *Amazon Alphabet*, illustrated by Martin Jordan (Kingfisher, 1996), take a quick trip to the Amazon jungle to discover 26 unusual animal species that live there.





Bugs

June Bug, stink bug,
Ladybug, chinch bug,
Water bug, pink bug,
Please-don't-pinch bug!

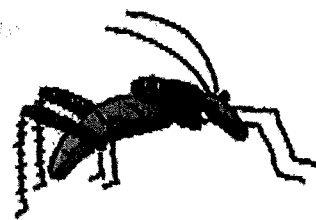
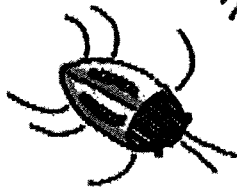
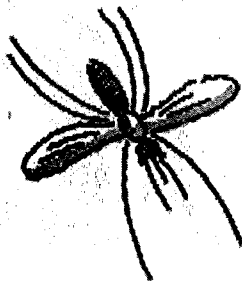
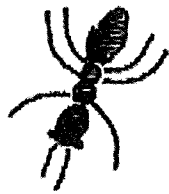
Horsefly, housefly,
Dragonfly, deer fly,
Firefly, fruit fly,
Buzzing-in-your-ear fly!

Honeybee, bumblebee;
Queen bee, drone bee,
Worker bee, nurse bee,
Leave-me-alone bee!

Gypsy moth, luna moth,
Beetle and mosquito.
Bugs and insects
Really are neat-o!

Cockroach, katydid,
Cricket and cicada,
Grasshopper, mantis,
Catch you all later!

—Meish Goldish



★ Activity

Discuss the different parts all animals have: head, thorax, chest, abdomen (middle section), and legs. Older children can research and describe a bug of their choice: how it travels, what it eats, what it does in the day and at night, what type of protection it has, and so forth.





Bugs at Home

There once was a tick
Whose name was Tock,
He made his home
Beneath a rock.

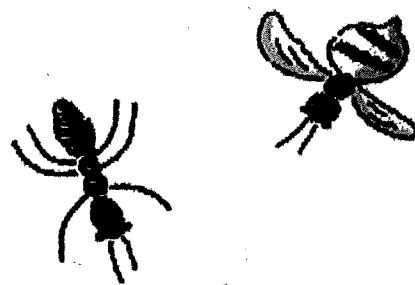
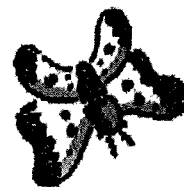
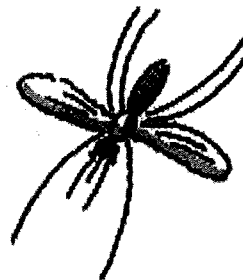
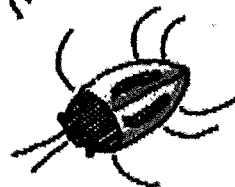
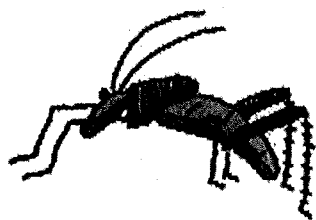
There once was a bee
Whose name was Clive,
He made his home
Inside a hive.

There once was a spider
Whose name was Jeb,
He made his home
Out of a web.

There once was an ant
Whose name was Jill,
She made her home
Inside a hill.

Rock, hive, web, hill,
You can believe me or not as you will.
If they're not gone, they're living there still,
Tock, Clive, Jeb and Jill!

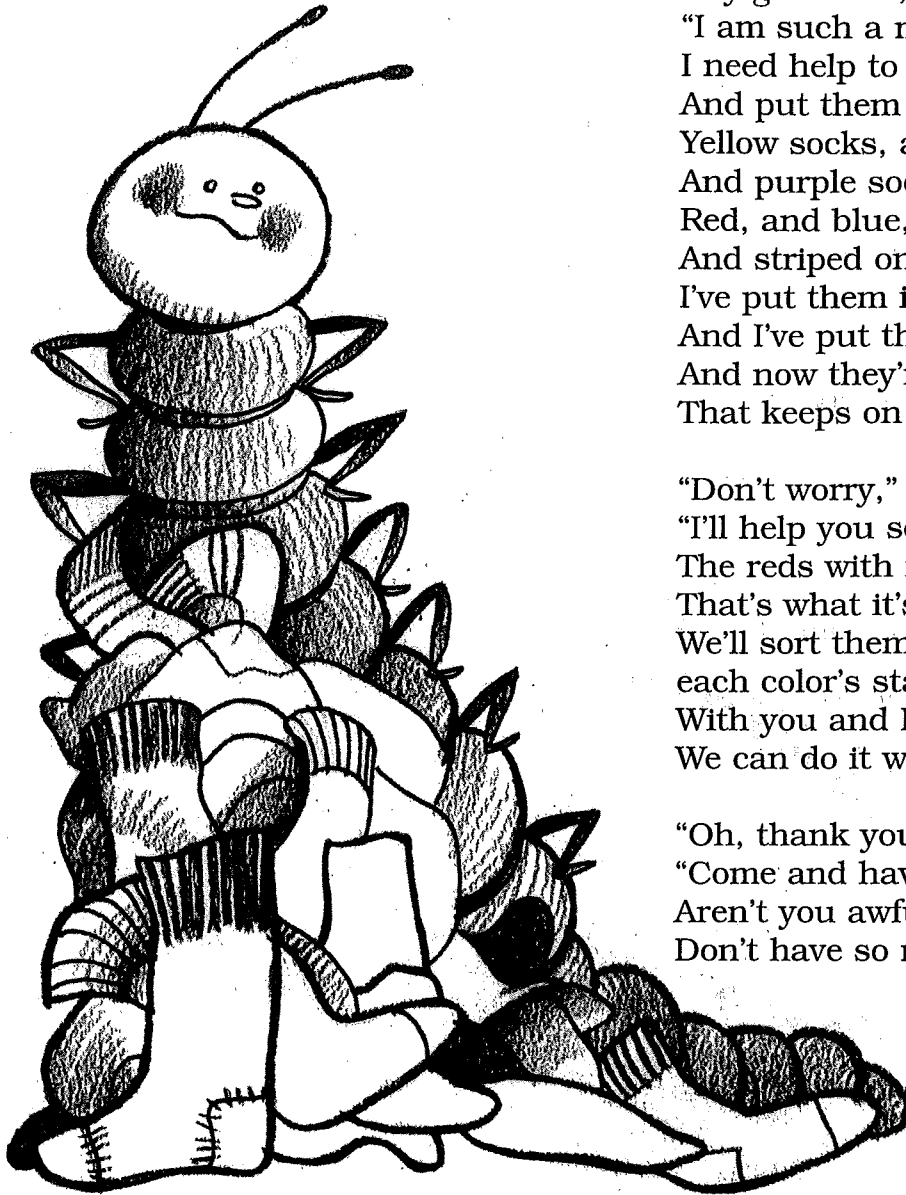
—Helen H. Moore



★ Booklink

Bugs by Nancy Winslow Parker and Joan Richards Wright (Greenwillow, 1987).





Sock Sorting

"My goodness," said the Caterpillar,
"I am such a mixed-up messer!
I need help to sort my socks—
And put them neatly in my dresser.
Yellow socks, and orange socks,
And purple socks, and green.
Red, and blue, and pink ones, too,
And striped ones in between.
I've put them in the washer,
And I've put them in the dryer.
And now they're in a jumbled heap
That keeps on growing higher!"

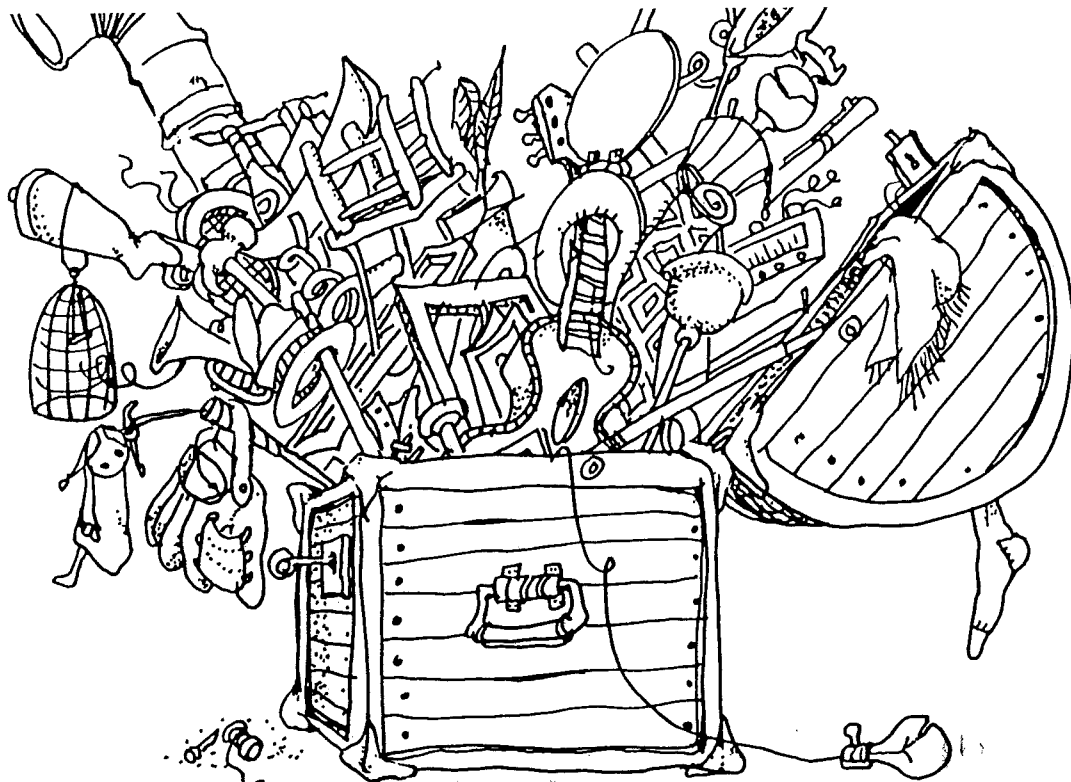
"Don't worry," said the Katydid,
"I'll help you sort them out—
The reds with reds, the blues with blues,
That's what it's all about.
We'll sort them all until
each color's standing in its pile.
With you and I both sorting
We can do it with a smile!"

"Oh, thank you," said the Caterpillar,
"Come and have a seat.
Aren't you awfully glad that you
Don't have so many feet?"

—Sandra O. Liatsos

★ Activity

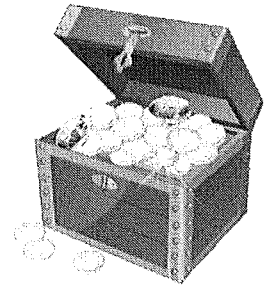
Cut colored wrapping paper (solids and patterns, etc.) into pairs of small sock shapes. Make half as many pairs as there are children in class, and make sure there's more than one pair of each pattern or color, so children can sort (e.g., two red, three floral, etc.). Distribute socks. Invite children to put like socks in piles to sort, and graph the results on a chart.



HECTOR THE COLLECTOR

Hector the Collector
Collected bits of string,
Collected dolls with broken heads
And rusty bells that would not ring.
Pieces out of picture puzzles,
Bent-up nails and ice-cream sticks,
Twists of wires, worn-out tires,
Paper bags and broken bricks.
Old chipped vases, half shoelaces,
Gatlin' guns that wouldn't shoot,
Leaky boats that wouldn't float
And stopped-up horns that wouldn't toot.
Butter knives that had no handles,
Copper keys that fit no locks,
Rings that were too small for fingers,
Dried-up leaves and patched-up socks.
Worn-out belts that had no buckles,
'Lectric trains that had no tracks,
Airplane models, broken bottles,
Three-legged chairs and cups with cracks.
Hector the Collector
Loved these things with all his soul—
Loved them more than shining diamonds,
Loved them more than glistenin' gold.
Hector called to all the people,
"Come and share my treasure trunk!"
And all the silly sightless people
Came and looked . . . and called it junk.

Notes:



Notes:

